

Program Description/Textbook or Print Instructional Material

Vendor	Glencoe/McGraw-Hill
Web URL	www.glencoe.com
Title	Glencoe Spanish: ¡Buen Viaje!, Level 3
Author	Schmitt, Woodford
Copyright Date	2005
ISBN	0078619904
Edition	1st
Course/Content Area	Spanish 3
Intended Grade or Level	6-12
Readability Level	Not Established for the Field of Foreign Languages
List Price	N/A
Lowest Wholesale Price	55.95

The Kentucky Department of Education must receive a copy of the alternative format if the instructional material is placed on the State Multiple List.

Level of Accommodations (1, 2, or 3)	3
If Level 2 or Level 3, please provide rationale for not meeting Level One Compliance	
Rationale	Providing a higher level of accessibility compliance is too costly for the size of the student enrollment in this curriculum area

FEATURES

Disclaimer

The features of each book or program were developed by the publisher and do not reflect the opinion of the State Review Team, State Textbook Commission, or of the Kentucky Department of Education.

Content	The Glencoe Spanish program, <i>¡Buen viaje!</i> was developed to provide students with the tools they need to communicate in Spanish. The content of the Level 3 text includes Culture, Conversation, Journalism, and Literature from various countries or regions of the Spanish-speaking world. <i>¡Buen viaje!</i> Level 3 continues to reinforce students' ability to read, write, listen to, and speak Spanish. Grammar is reviewed in each chapter to reinforce the skills the students learned in their first two years of study. A more advanced grammar point is also presented in each chapter. The chapters are set within the context of a particular Spanish-speaking country or region to give the students an in-depth view of culture.
Student Experiences	<i>¡Buen viaje!</i> is carefully written and designed to be appropriate for the widest range of learners. The text is uncluttered and easy to follow. Words are illustrated with photo or art to portray meaning without the use of translation. In <i>¡Buen viaje!</i> Level 3 students build upon the skills they learned in the first two years. A consistent progression is maintained. Students are never asked to produce language before they have had appropriate models through input and substantial opportunities to practice. Language is tied together in a meaningful way that allows students to communicate what they need to or want to communicate in a given setting or situation in a culturally appropriate way.

All blanks are due to lack of information provided by the publisher.

Assessment	<p>Glencoe Spanish, <i>¡Buen viaje!</i> includes a variety of assessment instruments to support instruction. Suggestions for formative assessments are given in the Teacher Wraparound Edition. Quizzes are provided for each lesson. The tests include Reading and Writing, Listening, Speaking sections for every chapter. Two levels of Reading and Writing Tests are included so that teachers may provide an easier or a more challenging assessment to meet students varying needs. A test that is appropriate for Heritage Language Learners is also included. In preparation for testing, students may complete the practice assessment pages in the text as well as the online self-tests at glencoe.spanish.com. ExamView® Pro Test Bank software provides another option for conveniently printing ready-made tests or for customizing test questions or tests. Assessments are prepared by the authors of the program to ensure that students are tested the way they are taught and that there is a true articulation between the material presented in the program and the material tested.</p>
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Organization	<p>Glencoe's <i>¡Buen viaje!</i> Level 3 is organized into eight chapters. Each chapter focuses on a particular country or region of the Spanish-speaking world. In each chapter there are three lessons. The first lesson is entitled Culture. This lesson always begins with the presentation of vocabulary needed for the students to read the cultural reading with ease. The cultural readings explain different aspects of the culture of the area and usually include some geography and history. Following the cultural readings there is a review grammar section.</p> <p>Lesson 2 is the Conversation section. This lesson also begins with a presentation of vocabulary that students will need to comprehend the conversations. Lesson 2 also includes a review structure lesson.</p> <p>Lesson 3 features journalism from or related to the country or region. Once again the lesson begins with the presentation and practice of vocabulary that is essential to understanding the pieces of journalism. In lesson three the structure presented is new structure.</p> <p>Each lesson of the chapter has a section called Te toca a ti in which the students use what they have learned to demonstrate that they have met the objectives of the lesson. Each lesson also has a practice assessment section like the Assessment section in Levels 1 and 2.</p> <p>At the end of each chapter there is a set of Proficiency Tasks. These tasks are introduced by a description of a technique or style of writing and a description of a form of oral discourse. The students are then assigned tasks that they are to complete in written or spoken form to show their level of proficiency. The chapter ends with a cumulative vocabulary list and a Videotur page that gives the students a preview to the three episodes of the video that accompany the chapter.</p> <p>For each chapter there is a section in the Literary companion. The Literary Companion is the built in reader in this book. The Literary selections for each chapter are about or written by an author from the country or region. Students will be exposed to famous authors, poetry, and prose in this part of the text. The Literary Companion gives teachers an easy way to present literature that is relevant to what the students are studying, is presented in a comprehensible way, and is easy to access because it is right in the textbook.</p>
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Resource Materials	
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Gratis Items to be provided and under what conditions -	<p>Free Per Teacher: Teacher Wraparound Edition; Teacher Classroom Resources; TeacherWorks CD-ROM; Viva el mundo hispanol Video Program DVD, Level 3; Audio CD Program; Examview Pro Testmaker; Transparency Binder; Listening Tests CD; Chalkboard CD-ROM; Fine Arts Transparency Binder; Editable Lesson Planner CD-ROM. Free per Student Edition Purchased: StudentWorks CD-ROM; Free per Student Edition Purchased, First Year of Adoption: Workbook and Audio Activities (subsequent years upon request). Free per School, First Year of Adoption w/purchase of at least 25 each of Glencoe Spanish 1 0078465702 and Glencoe Spanish 2 007861970X and Glencoe Spanish 3 0078619904: Galería de arte y vida, set of 25</p>
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Available Ancillary Materials	All Items Listed Above as Gratis Items
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All blanks are due to lack of information provided by the publisher.

Research Data and Evidence of Effectiveness

Disclaimer: The research data and evidence of effectiveness was provided by the publisher and does not reflect the opinion of the State Review Team, State Textbook Commission, or the Kentucky Department of Education

Note: Please complete this section by indicating the research data and evidence of effectiveness, or give a web site where the information is located. If there is no research data and evidence of effectiveness, please indicate "not available".

Research Available (yes or no)	Yes
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If yes, provide information below:

Glencoe's *¡Buen viaje!* program is the product of ongoing classroom-oriented and educational research activities. Prior to the publication of *¡Buen viaje!* © 2005, the following research was conducted:

- Mail and telephone surveys returns were reviewed
- Comments and correspondences from current Glencoe Spanish users were reviewed
- Focus groups were convened throughout the United States
- Feedback from state adoption committees in previous state adoption cycles was considered
- Face-to-face interviews with Spanish teachers were held
- Student evaluations of previous editions of the text were read
- Manuscripts were reviewed by teachers, editors, and consultants
- Texts were read by native speakers of Spanish

Disclaimer: Comments on the strengths and/or weaknesses of each book, material or program were written by members of the State Textbook/Instructional Materials Review Team and reflect their opinions. They do not reflect the opinions of the State Textbook Commission nor the Kentucky Department of Education. In addition, the State Textbook/ Instructional Materials Review Team completed each evaluation form during the week of July19-23, 2004. In order to maintain the integrity of the of the review team's comments, editing was limited to spelling and punctuation.

Title	Glencoe Spanish: Buen Viaje!, Level 3		
Publisher	Glencoe/McGraw-Hill		
Item Evaluated	Pupil book		
Content Level	Spanish 3	Copyright Date	2005
ISBN	00786199040078619904	Date of Evaluation	7/21/2004

Recommended YES

Publisher's Explanation of Reviewer's Comments:

Technology Strengths

Instruction & Assessment Strengths

This level presents strong contextualized reading in the target language that focus on both culture & history. Proficiency tasks provide opportunities for informal assessment.

Organization & Structure Strengths

Strong organization of chapters with clearly identified objectives and implied functions. Culture is richly presented from a contextualized perspective.

Resource Materials Strengths

Technology Weaknesses

Not able to assess from the provided sample.

Instruction & Assessment Weaknesses

The integrated assessment section contains mostly drill/simplistic exercises.

Organization & Structure Weaknesses

Text contains many activities that are drill in nature that provide little opportunity for students to develop higher cognitive thinking in the target language.

Resource Materials Weaknesses

Not able to assess well from provided sample.

Technology Comments

Equipment

Windows	No	Macintosh	No	CD ROM	No	Sound	No
Equipment Other							

Grade Level

Primary	No	Intermediate	No	Middle	No	High	No
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Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

Audience

Individual	No	Small Group	No	Large Group	No
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Format

Stand Alone/Independent	No	Integrated	No	Supplemental	No
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Cost

Single Copy		School Version	
Network Version		Online	
Site License		Lab Pack	

Type of Software

Simulation	No	Tutorial	No	Critical Thinking	No
Management	No	Exploratory	No	Utility	No
Interdisciplinary	No	Creativity	No	Type of Software -	
Problem Solving	No	Drill and Practice	No	Other	

Management

	Allows customizing for individual learning needs
	Allows Students to exit and resume later
	Keeps student's performance record, where needed
	Allows control of various aspects of software (sound)
	Allows printed reports

Presentation/Interface

	Presents material in organized manner
	Consistent, easy-to-use, on-screen instructions
	Developmentally correct presentation/ format
	Adapts to different learning styles/multiple intelligences
	Accessible for special needs students
	Runs smoothly, without long delays
	Easy-to-view text and graphics
	Easy-to-hear and understand sounds
	Avoids unnecessary screens, sounds, and graphics
	Provides immediate, appropriate feedback
	Presentation/Interface Comments

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

<i>Rating</i>	<i>Strength</i>	<i>Weakness</i>
Identifies a Sense of Purpose		
4	Each chapter presents topics, functions and material from a contextualized view.	
Provides Guiding Questions and Instructional Objectives		
4	Each chapter presents topics, functions and material from a contextualized view.	
Develops and Builds on Student Ideas		
3	Topics and themes are relevant to student needs. Multiple opportunities are provided for students to engage in interactive exercises.	Text contains many drill-oriented exercises that only require students to produce minimal responses. Grammar instruction is presented explicitly and not extracted from authentic documents.
Encourages student to become an independent learner (performer, creator, speaker)		
4	Multiple activities are presented that afford students the opportunity to actively perform, create and speak in the target language.	
Assesses Student Progress – Commonwealth Accountability Testing System (CATS) “like” Assessment is provided. Variety of Assessments (diagnostic, formative, Summative, open response, multiple choice, individual, small group, oral demonstrations, presentations, portfolio prompts) is included, Performance assessment opportunities are also included.		
3	Integrated proficiency tasks.	
Enhances the Learning Environment		
3	Strong integrated and contextualized cultural and historical readings in the target language enhance language learning.	Many grammar/drill activities that do not elicit critical thinking in the target language.
Reading level appropriate for interest and ability level of intended student group; level remains consistent throughout		
4	Outstanding contextualized readings in the target language that are level appropriate.	
Includes activities and opportunities for integration of technology		
0		
Reflects research-based practices (e.g. hands-on activities, technology, problem-solving situations) engaging students and promoting student thinking		

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

<i>Rating</i>	<i>Strength</i>	<i>Weakness</i>
3	Some presentational communicative activities are present.	Material contains many drill exercises that do not require students to utilize higher cognitive abilities.

Is aligned to the Program of Studies and Core Content for Assessment		
0		

Includes opportunities for writing (reviews / personal response / reflection)		
3	Activities support personal responses to prompts. Process provided for reflection on writing.	

<i>Rating</i>	<i>Strength</i>	<i>Weakness</i>
Language skills (listening, speaking, reading, writing) balanced and integrated within each lesson.		
4	All four language areas are addressed with culture integrated.	

Students are given opportunities to communicate in target language in contextual, meaningful, and authentic situations for interpersonal, interpretive, and presentational modes/purposes.		
3	"Te toca a ti" section provides opportunities to communicate in context.	Other sections provide limited contextualized communication

Materials provide opportunities for students to express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements. (WL – 1.1.B1)		
3		

Materials provide opportunities for students to respond to one-on-one interactions, simple questions and simple requests. (WL – 1.1.B2)		
3		

Materials provide opportunities for students to incorporate appropriate gestures in conversations.		
3		

Materials provide opportunities for students to create descriptions within contexts. (WL – 1.1.B6)		
3	"Te toca a ti" and "Proficiency Tasks" sections provide students opportunities to produce more elaborate descriptions.	Many drill exercises in other sections.

Materials provide opportunities for students to exchange information with peers and others. (WL – 1.1.B7)		
3		

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

<i>Rating</i>	<i>Strength</i>	<i>Weakness</i>
Materials provide opportunities for students to use different ways to express the same idea WL – 1.1.03		
3		
Materials provide opportunities for students to understand and interpret written and spoken language on a variety of topics.		
4	Integrated listening and "cultural" readings afford opportunities to interpret the target language.	
Materials provide opportunities for students to respond appropriately to familiar directions, instructions and commands. (WL – 1.2.B1)		
3		
Materials provide opportunities for students to identify and use some aural, visual and contextual clues to derive meaning. (WL 1.2.B4)		
4	Many visual clues are provided to aid learners in deriving meaning.	
Materials provide opportunities for students to identify main ideas and key words in level appropriate speech and print material. (WL 1.2.B7)		
4		
Materials provide opportunities for students to present prepared material (e.g., poems, dialogues, songs) to audiences. (WL – 1.2.B3)		
4	"Te toca a ti" & "Proficiency tasks" sections.	
Materials provide opportunities for students to summarize main ideas of selected authentic and/or contextualized materials (e.g., stories, TV commercials) (WL – 1.3.B7)		
4	Contextualized readings	
Materials provide opportunities for students to narrate events using some temporal expressions (e.g., tell what they are going to do for their birthday).		
3		
Textbook/instructional material is organized according to the natural acquisition of language through function.		
3	3	3
Emphasis is placed on lifelong learning by suggesting uses of the target language for personal enjoyment and enrichment.		
3		
Students are given opportunities to gain knowledge and understanding of other cultures, as well as their own.		
4	Many cultural & historical presentations integrated in each chapter.	

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

<i>Rating</i>	<i>Strength</i>	<i>Weakness</i>
Cultural information is authentic and current.		
4		
Cultural information reflects the diversity within the cultures (e.g. race, economics, political, social).		
4		
Cultural information is presented in the target language whenever possible.		
4	Information presented exclusively in the target language.	
Material integrates Arts and Humanities when possible.		
3		
Material provides opportunities for students to develop an understanding of the relationships between the products and perspectives of the culture by students opportunities to:		
Yes	<i>Identify common words, phrases and idioms</i>	Yes <i>Identify social, geographic, political factors that impact cultural practice</i>
Yes	<i>Identify commonly held generalizations about target culture</i>	Yes <i>Identify differences and similarities among same-language cultures</i>
Yes	<i>Identify products, expressive forms, contributions, objects, images, and symbols of target culture</i>	
4		
Cultural information reflects the influence of the target culture in the United States and around the world.		
4		
Content reinforces knowledge of other disciplines through the target language.		
3	3	3
Linguistic connections are made among languages.		
3		
Structural patterns are identified in both the target language and the student's own language.		
3		
Historical connections are made among languages.		
3		

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

<i>Rating</i>	<i>Strength</i>	<i>Weakness</i>
Materials provide connections with target culture through technology media, and authentic resources.		
2		Not able to assess well from provided sample.

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time